



March 22, 2024

Dear Superintendent Graham:

Thank you for submitting the Lorain City School District Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- The district leadership team comprises of a variety of stakeholders.
- The plan was created through a process that included all participants engaging in collective learning prior to the creation of the plan.
- The plan is aligned to Ohio's Plan to Raise Literacy Achievement.
- The plan identifies the importance of walkthroughs to ensure alignment to building level goals.

This plan will benefit from:

- Consider additional ways to engage community partnerships to increase student attendance.
- Consider additional support to help close existing student gaps regarding low reading achievement.
- Consider using decision rules to determine who gets what supports.
- Consider adding your MTSS structure to the plan to help close reading achievement gaps.
- Consider how you will address students who are not progressing toward their goal.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Lorain City School District revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Lorain City Schools

DISTRICT IRN: 044263

DISTRICT ADDRESS: 2350 Pole Ave. Lorain, OH 44052

PLAN COMPLETION DATE: December 1, 2023

LEAD WRITERS: Ross May, Bill Ohle, Brittany Remakulus, Lynne Gasdick, Marc Evans, Marc Vrbancic, Jackie Ziegler, and Jenny Malloy

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student

achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Bill Ohle	Executive Director of Elementary Curriculum and Instruction	Lorain City Schools	bohle@lorainschools.org
Aretha Taylor-Paydock	Executive Director of Secondary Curriculum and Instruction	Lorain City Schools	taylor-paydock@lorainschools.org
Ross May	Assistant Superintendent	Lorain City Schools	rmay@lorainschools.org
Brittany Remaklus	Special Education Supervisor	Lorain City Schools	bremaklus@lorainschools.org
Lynne Gasdick	Curriculum and Academic Support Specialist	Lorain City Schools	lgasdick@lorainschools.org
Dr. Marc Evans	Curriculum and Academic Support Specialist	Lorain City Schools	mevans@lorainschools.org
Marc Vrbancic	Curriculum and Academic Support Specialist	Lorain City Schools	mvrbancic@lorainschools.org
Jackie Ziegler	Curriculum and Academic Support Specialist	Lorain City Schools	jziegler@lorainschools.org
Jenny Malloy	Curriculum and Academic Support Specialist	Lorain City Schools	jmalloy@lorianschools.org
Aftan Cunningham	5th Grade Teacher	Lorain City Schools	acunningham@lorainschools.org
Anna Enders	1st Grade Teacher	Lorain City Schools	aenders@lorainschools.org

Name	Title/Role	Location	Email
Brigette Kaiser	Elementary Principal	Lorain City Schools	bkaiser@lorainschools.org
Carol Correthers	Curriculum and Academic Support Specialist	Lorain City Schools	ccorrethers@lorainschools.org
Caitlin Jayne	Title 1 Teacher	Lorain City Schools	cjayne@lorainschools.org
Carlie Lindhardt	2nd Grade Teacher	Lorain City Schools	clindhardt@lorainschools.org
Jessica Dugan	Elementary Principal	Lorain City Schools	jdugan@lorainschools.org
Jeanette Chappell-Nettles	Middle School ELA Teacher	Lorain City Schools	jnettles@lorainschools.org
Lisa Horency	Title 1 Teacher	Lorain City Schools	lhorency@lorainschools.org
Migdalia Lopez	Title 1 Teacher	Lorain City Schools	mlopez@lorainschools.org
Natalie Kloos	Title 1 Teacher	Lorain City Schools	nkloos@lorainschools.org
Noonsongyi Smith	EL Teacher	Lorain City Schools	nsmith@lorainschools.org
Rachel Meaney Love	EL Teacher	Lorain City Schools	rlove@lorainschools.org
Nicole Ralston	School Psychologist	Lorain City Schools	nralston@lorainschools.org
Julie Garcia	LEA Union President	Lorain City Schools	kgarcia@lorainschools.org
Jaime Grznar	Title 1 Teacher	Lorain City Schools	jgrznar@lorainschools.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The Lorain Literacy Team developed this Reading Achievement Plan in conjunction with the District Leadership Team to ensure alignment to the district mission, the existing reading goals in the Comprehensive Continuous Improvement Plan (CCIP), our district-wide Positive Behavior Intervention Supports (PBIS), and our 5 Year We Believe Strategic Plan.

Our *We Believe Plan* is developed grounded in implementation drivers, which are based on common features that exist among successfully implemented programs and practices. Included amongst the drivers are competency drivers, which include selection, training, and coaching as mechanisms to develop, improve, and sustain the ability to implement our goals as intended. In alignment with this driver, Lorain's district leadership team created a purposeful Reading Achievement Plan (RAP) team selection process, which included a recruiting and interviewing process that led with the need for the following prerequisite skills: belief in equity in education, a developing understanding of the science of reading, and strong communications and collaboration skills. Specific efforts were made to develop a team representative of the entire district across factors such as ethnicity, experience, and role. Following this process, a team of 25 members was selected to make up the Reading Achievement Plan Team.

All RAP team members subsequently participated in collective learning, through the support of the State Support Team Region 2, to anchor in equity through the Integrative Comprehensive Systems framework; and the science of reading through deepening understanding of Ohio's Plan to Raise Literacy, The Keys to Literacy: Keys to Beginning Reading, and the Dyslexia Guidebook. The district RAP team also analyzed the results and performance trends from a range of data

sources, including: district and building reports cards, Lorain’s We Believe strategic plan and needs assessment, KRA, OELPA, iReady Reading, and Ohio State ELA testing results. Empowered with this learning, the Reading Achievement Plan went to lead the district in the curriculum adoption process to ensure selection of high quality resources aligned to the Simple View of Reading for grades K-5.

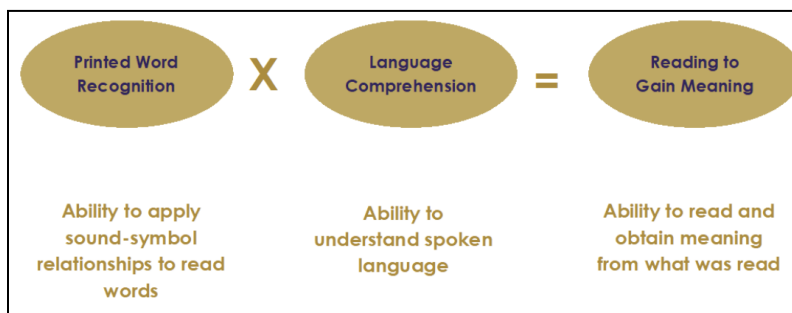
Overall, the RAP plan has been designed to align with the state’s plan and to meet local needs in order to ensure that all learners have access to high quality language and literacy instruction and appropriate intervention from birth through grade 12.

The plan will be monitored and communicated within our regular practice whereby school leaders and all teachers engage in ongoing communication across all district levels. The Lorain Reading Achievement Team has the responsibility to communicate the action plan to DLT and BLT members. This communication will also continue through our many other standing conduits, including Educational Services meetings, faculty meetings, department/grade level meetings, and/or C3 teams (Co-learn, Co-plan, Co-serve). Community stakeholders will be informed of the plan via the posting of our plan to the district website and district board updates.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Lorain City Schools believes that equity is at the heart of all we do to ensure that each individual member of the Titan community is successful within his or her social and cultural realities. Our collective vision is that students in grades PK-12 will be on track for college and careers upon graduation from our district through challenging each child in our care through the process of discovery and learning, preparing for fulfilling post-high school paths, empowered to become a resilient, lifelong learner and contribute to society. To attain this vision, it is essential to provide all learners with effective evidence-based instruction to build language and literacy knowledge. Our efforts to support core literacy instruction are informed by a substantial body of research on how children learn to read, best summed up by the Simple View of Reading model (Gough & Tunmer, 1986), which represents the act of reading as two interdependent processes: word recognition and language comprehension.



In alignment with Ohio’s Plan to Raise Literacy, Lorain City Schools will achieve our literacy vision through:

- Using the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content, discourse, development and organization of resources necessary to support the district’s literacy plan.
- Ensuring all learners are represented and supported throughout the core of language and literacy instruction and

its development continuum, which includes emergent, early, conventional and adolescent literacy.

- Providing direct, explicit, and systematic literacy instruction for all learners and responding to those having difficulty reading or writing through the use of inclusive, data driven, adaptable and responsive instructional strategies
- Enhancing partnerships and collaboration among general education and special education practitioners and stakeholders through co-plan to co-serve to co-learn teams

The Lorain City Schools reading achievement plan represents a comprehensive approach to improved literacy and student success across the K-12 continuum. The following highlights the connections between our plan and all other improvement efforts within the district that are also focused on literacy outcomes:

- Lorain City Schools is committed to eliminating inequities for all through strengthening our understanding and implementation of the Integrated Comprehensive Systems (ICS) Framework and Process to advance systems change for all. The district has participated in ongoing systemic professional development around the ICS framework in collaboration with Dr. Elise Frattura and Dr. Colleen Capper.
- Our Lorain Curriculum and Academic Support Specialist Team (CASS) has been established to provide direct classroom support aligned with the science of reading. The team of six members has worked with building staff to align standards within a district wide scope and sequence. The scope and sequence has become the framework of ongoing classroom coaching and job embedded professional development to improve student learning outcomes.
- Continued work towards the development of curriculum pacing documents that are aligned with our K-5 reading resources: Heggerty, Foundations, and SAVAAS MyView
- Lorain City Schools values prioritizing flexibility in the ways that students access material, engage with it, and show what they know and are engaged in collective learning focusing on Universal Design for Learning (UDL).
- District and Building Leadership Team are providing ongoing support in the implementation of Co-Plan to Co-Serve to Co-Learn teams, which are multi-disciplinary teams that match staff expertise with student need to collaboratively co-plan universally designed lessons to co-serve all students.
- Our Lorain Curriculum and Academic Support Specialist Team developed a process directly aligned to the Ohio Curriculum Support Framework 2.0 and the Lorain City Schools' We Believe Strategic Plan 2021-2025 in order to select high quality, science of reading aligned curriculum resources for classroom use in ELA, Science, and Social Studies K-12.
- Lorain City Schools is working to improve a data collection system to collect and analyze meaningful benchmark data for the purpose of measuring growth and achievement for all students in grades K-8, inclusive of vulnerable populations through the use of DIBELS 8
- This reading achievement plan supports the continued development of all systems for stakeholders to access and use to drive literacy improvement in our district

- Lorain City Schools recognizes the importance of equitable access to excellent educators for all students to ensure high quality literacy instruction to develop fluent readers with grade level comprehension skills and has developed ongoing professional development opportunities to ensure that all educators have access to high quality learning experiences
- Lorain City Schools recognizes the importance of a positive school culture and climate to develop and maintain an environment that is conducive to teaching and learning as it relates to literacy and language instruction and intervention in grades K-12 and has aligned Positive Behavioral Intervention Interventions and Support Systems district-wide
- Lorain City Schools recognizes the impact of a high quality preschool experience on kindergarten readiness and has created goals to increase the capacity of our preschool program to serve the community and created a community preschool coach position to support local providers in increasing access to high quality instructional resources across the city.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio’s State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

Table 1: The Kindergarten Readiness Assessment: Across a two year span, students who are either Approaching or Emerging in Readiness went from 84.6 to 82.8%. 17.2% percent of students are on track for language and literacy skills when entering kindergarten.

[Table 1]

Kindergarten Readiness Assessment	2021-2022	2022-2023
	Percentage	Percentage
Emerging Readiness	61.2%	58.2%
Demonstrating Readiness	8%	10.5%
Approaching Readiness	31%	31.3%
Language & Literacy - On Track	15.40%	17.2%
Language & Literacy - Not on Track	84.6%	82.8%

Table 2.1 & 2.2: Ohio’s State Test for English language arts assessment for grades 3-8: Students who are taking the OST in grade 3 are showing an upward trend from Fall of 2021 to Fall of 2022. During the 22-23 school year, the range of students remaining off track is 66% to 92% across grade 3-8. There is a significant decrease in the pass rate of students transitioning from grade 5 (elementary school) to grade 6 (middle school). The percentage of students moving to On-Track across grades within the same cohort from K-3 is on an upward trend (Table 2.2).

[Table 2.1]

Ohio State Test - Reading	2021-2022		2022-2023	
	Pass Rate	Average Score	Pass Rate	Average Score
Grade 3	28.5%	674	30.7%	677
Grade 4	34.4%	677	22.4%	670
Grade 5	31.7%	682	38.8%	684
Grade 6	24.3%	671	17.2%	666
Grade 7	28.8%	678	27.5%	679
Grade 8	23.8%	676	30.8%	682
ELA II	31.9%	683	30.1%	681

[Table 2.2]

Early Literacy Component	2021-2022		2022-2023	
	Moved to On-Track	Remained Not-on-Track	Moved to On-Track	Remained Not-on-Track
KG to Gr. 1 Diagnostic	17%	83%	34%	66%
Gr. 1 to Gr. 2 Diagnostic	7%	93%	16%	84%
Gr. 2 to Gr. 3 Diagnostic	0%	100%	8%	92%
Gr. 3 Diagnostic to Gr. 3 OST	16%	84%	15%	85%
Overall	11%	89%	16%	84%

Table 3.1 & 3.2: K-3 Reading diagnostics (include sub scores by grade level) - From kindergarten to grade three, the gap in reading skills continues to widen, evidenced by a decrease in the cohort of students being assessed as on track in the fall of 2021 to the fall of 2022 (Table 3.1). Data in Table 3.2 suggests that students K-3 show intensive needs in the development of phonics skills, comprehension skills, and vocabulary.

[Table 3.1]

iReady Reading Diagnostic (On-Track & Not-onTrack)	2021-2022		2022-2023	
	On-Track %	Not-on-Track %	On-Track %	Not-on-Track %
Grade K	65%	35%	57%	43%
Grade 1	40%	60%	54%	46%
Grade 2	24%	76%	34%	66%
Grade 3	20%	80%	24%	76%
Overall	38%	62%	43%	57%

[Table 3.2]

2021-2022 iReady Reading Diagnostic Subscale		Phonics	Phonological Awareness	Comprehension Lit	Comprehension Info	Vocab	High Frequency Words
Kindergarten	At/Above	63%	78%	75%	74%	69%	62%
	Near	38%	22%	24%	26%	31%	38%
	Below	0%	0%	0%	0%	0%	0%
Grade 1	At/Above	36%	56%	42%	36%	41%	49%
	Near	58%	40%	55%	59%	54%	42%
	Below	5%	5%	3%	5%	5%	9%
Grade 2	At/Above	23%	67%	24%	21%	24%	53%
	Near	35%	11%	42%	44%	43%	16%
	Below	42%	22%	34%	35%	33%	31%
Grade 3	At/Above	39%	100%	35%	28%	34%	80%
	Near	9%	0%	20%	23%	24%	4%
	Below	51%	0%	45%	49%	42%	16%
2022-2023 iReady Reading Diagnostic (Subscale)		Phonics	Phonological Awareness	Comprehension Lit	Comprehension Info	Vocab	High Frequency Words
Kindergarten	At/Above	68%	74%	80%	77%	69%	58%
	Near	32%	27%	21%	23%	32%	42%
	Below	0%	0%	0%	0%	0%	0%
Grade 1	At/Above	51%	58%	44%	43%	44%	64%
	Near	43%	38%	52%	54%	51%	26%
	Below	6%	4%	4%	4%	5%	10%
Grade 2	At/Above	42%	78%	34%	30%	32%	70%
	Near	30%	8%	40%	47%	46%	16%
	Below	28%	14%	27%	22%	22%	13%
Grade 3	At/Above	55%	100%	38%	36%	37%	84%
	Near	6%	0%	27%	25%	26%	3%
	Below	40%	0%	35%	39%	37%	13%

Table 4: The Ohio English Language Proficiency Assessment (OELPA): Across the span of two years, student cohorts are evidencing improvements in the areas listening as shown by an increase in the percentage of students earning a 3, 4, or 5 as they move across grade levels. The areas of reading, speaking and writing are areas of need for this population of students.

[Table 4]

OELPA 2021-2022	Listening					Reading					Speaking					Writing				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Grade K	32%	12%	50%	6%	0%	30%	24%	33%	12%	0%	33%	15%	42%	3%	6%	34%	27%	9%	0%	0%
Grade 1	8%	3%	38%	27%	24%	35%	16%	32%	3%	14%	32%	35%	3%	8%	22%	49%	14%	27%	5%	5%
Grade 2	13%	6%	34%	26%	21%	49%	20%	9%	13%	9%	29%	27%	11%	16%	18%	47%	13%	18%	7%	16%
Grade 3	11%	3%	32%	42%	13%	41%	22%	32%	3%	3%	19%	19%	19%	30%	14%	38%	16%	41%	5%	0%
Grade 4	11%	6%	20%	43%	20%	30%	27%	23%	10%	10%	12%	9%	33%	24%	21%	20%	30%	37%	7%	7%
Grade 5	15%	13%	15%	33%	23%	26%	15%	35%	12%	12%	24%	5%	45%	11%	16%	24%	12%	48%	9%	6%
Grade 6	5%	16%	30%	46%	3%	33%	27%	27%	12%	0%	16%	22%	35%	22%	5%	15%	15%	58%	12%	0%

OELPA 2022-2023	Listening					Reading					Speaking					Writing				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Grade K	24%	14%	57%	0%	5%	22%	22%	42%	8%	6%	33%	11%	31%	11%	14%	69%	8%	19%	0%	3%
Grade 1	13%	13%	37%	21%	16%	49%	17%	20%	11%	3%	51%	19%	8%	8%	14%	61%	14%	17%	6%	3%
Grade 2	0%	6%	35%	29%	29%	32%	26%	9%	26%	6%	26%	18%	24%	18%	15%	29%	29%	12%	15%	15%
Grade 3	8%	11%	17%	58%	6%	48%	27%	21%	3%	0%	23%	17%	29%	26%	6%	48%	24%	24%	3%	0%
Grade 4	13%	15%	20%	30%	23%	41%	8%	28%	18%	5%	25%	15%	13%	35%	13%	41%	8%	41%	10%	0%
Grade 5	17%	3%	14%	57%	9%	24%	27%	42%	3%	3%	23%	11%	34%	23%	9%	19%	6%	74%	0%	0%
Grade 6	10	13%	35%	35%	6%	31%	20%	34%	11%	3%	26%	10%	36%	15%	13%	26%	14%	43%	11%	6%

Table 5: The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable: Students who are alternatively assessed at third and seventh grade have shown the greatest improvements in pass rates.

[Table 5]

AASCD (Reading)	2021-2022		2022-2023	
	Pass Rate	Average Score	Pass Rate	Average Score
Grade 3	14%	375	80%	501
Grade 4	0%	393	0%	430
Grade 5	0%	406	0%	350
Grade 6	20%	445	0%	414
Grade 7	0%	464	33%	472
Grade 8	0%	451	0%	430
HS ELA	33%	506	17%	445

Table 6: Attendance: While attendance rates have increased across time, the district still experiences an average chronic absenteeism rate of 53.9% for students K-12. Attendance rates generally decrease from elementary through high school. Grades K-5 have shown the highest attendance rates across the two years shown.

[Table 6]

Attendance Rates	2021-2022		2022-2023	
	Attendance Rate	Chronic Absenteeism	Attendance Rate	Chronic Absenteeism
Grade K	85.0%	64.0%	85.8%	57.5%
Grade 1	85.9%	56.6%	56.9%	53.6%
Grade 2	85.6%	56.4%	87.8%	43.5%
Grade 3	86.4%	52.5%	87.4%	50.8%
Grade 4	86.7%	53.0%	86.6%	53.5%
Grade 5	84.5%	55.8%	87.5%	45.4%
Grade 6	80.6%	67.3%	80.5%	65.3%
Grade 7	77.4%	72.5%	80.3%	61.2%
Grade 8	80.2%	69.4%	78.5%	66.3%
Grade 9	75.2%	72.2%	77.4%	67.4%
Grade 10	71.1%	73.7%	76.8%	66.5%
Grade 11	73.1%	67.2%	70.9%	68.9%
Grade 12	75.9%	71.3%	76.2%	59.5%

Analysis:

The RAP Team reviewed 2 years of data trends with internal and external assessments for grades K-12 and identified that the most vulnerable learners continue to struggle to read proficiently. Without early intervention and quality core literacy instruction, the disparities evident in the early years (noted in this analysis) will widen and impact every aspect of a student's trajectory in language and literacy competency and academic and economic success. Students in grades K-3 evidence significant needs in foundational reading skills, especially phonics. Inability to read at grade level in the secondary setting may also be caused by a variety and combination of factors (decoding, academic language, motivation, vocabulary, background knowledge, comprehension). Collectively, these factors have contributed to our focus on the value of attendance, equity and best practices, and establishing access to high quality teaching and learning for all learners through developing teacher capacity with universal design.

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

The Lorain City School District has both internal and external factors that impact the low reading achievement across the school district.

Internal factors have included the following:

- Lack of instructional programs, strategies, and training aligned to structured literacy and the Science of Reading.
- Previously utilized curriculum selection processes that were administrator driven and contributed to challenges with staff buy in during implementation.
- A widespread issue with fidelity in implementation of district adopted resources across grade levels
- Lack of professional development and coaching for both teachers and administrators in the ongoing implementation of district reading resources to ensure implementation with fidelity
- Lack of systematic progress monitoring tools to monitor student growth across the five big ideas of reading
- Teachers have the opportunity to bid into any open positions at the end of the year, contributing to frequent turnover across grade levels
- The district has a history of consistent leadership changes at the district and building level
- Lack of equitable practices and access to opportunities for all students across the district

External factors have included the following:

- Lorain City Schools has an average chronic absenteeism rate of 53.9% across grades K-12.
- Lorain City Schools is a district of high poverty. The district serves a 100% low socio-economic population as defined by the National School Lunch Program.
- Students with Individualized Education Plans (IEPs) make up 20% of the population.
- Students in Lorain City Schools struggle with trauma from the home and community settings.
- Student transiency across buildings and neighboring districts is high, impacting the continuity of the student's educational experience.
- 45% of incoming kindergarten students have no prior preschool experience.
- Approximately, 1500 students in the city of Lorain are not attending preschool.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

After an in-depth analysis of the district's learner performance trend data and factors contributing to low reading achievement, our RAP team considered a range of causes across the categories of curriculum and instruction, assessment, equity, professional development, community factors and school culture. The team engaged in a root cause analysis during the planning process, in which we concluded the deepest root cause is related to curriculum and instruction. More specifically, within the area of curriculum and instruction, major factors were a lack of science of reading aligned knowledge and resources for all staff and lack of student engagement. A review of trend data further supports that the district's 53.9% chronic absenteeism rate paired with the range of students remaining off track on reading diagnostics (66% to 92% across grade 3-8) emphasizes that we, as a system, were not engaging all students in high level, relevant, explicit and systematic literacy instruction that brings joy to learning and makes all children feel successful and want to be in school.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

<p>District Goal #1</p> <p>Adult Implementation Goal</p>	<p>Increase the percentage of students passing the 3rd grade reading OST from 20.8% to 45.8% by 2025.</p> <p>By Spring 2025, K-3 teachers will implement the structured literacy block, including the use of the Simple View aligned core resources, as evidenced by increases in literacy walk through data.</p>
<p>District Goal #2</p> <p>Adult Implementation Goal</p>	<p>Increase performance index from 41.6 to 66 by 2025.</p> <p>By Spring 2026, K-12 teachers will implement use of UDL in lesson planning as evidenced through C3 team unit plans directly aligned to the UDL framework.</p>

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Increase the percentage of students passing the 3rd grade reading OST from 20.8% to 45.8% by 2025.

Adult Implementation Goal: By Spring 2025, K-3 teachers will implement the structured literacy block, including the use of the Simple View aligned core resources, as evidenced by increases in literacy walk through data.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement phonological processing instruction for students in pk-2 using Heggerty.	Implement phonemic awareness and phonics instructional practices K-3 using Foundations and Keys to Beginning Reading resources.	K-5 teachers will progress monitor student progress on identified phonemic awareness and phonics skills using Dibels assessments
Timeline	Full implementation is 2023-2024	Full implementation is 2023-2024	Full implementation will begin January 2024
Lead Person(s)	Lynne Gasdick Jenny Malloy Bill Ohle Brittany Remaklus	Lynne Gasdick Jenny Malloy Bill Ohle Brittany Remaklus	Carol Correthers Marc Evans Lynne Gasdick Jenny Malloy Bill Ohle Brittany Remaklus Marc Vrbancic Jackie Ziegler
Resources Needed	Heggerty manuals Substitute teachers for training Dedicated internal coaches	Foundations manuals and materials for teachers and students Substitute teachers for training Dedicated internal coaches	DIBELS 8 administration materials DIBELS 8 training and coaching supports
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	On-going coaching/implementation support: Dedicated coaches provide small-group professional	On-going coaching/implementation support: Dedicated coaches provide small-group professional	Initial benchmarking of all students K-5 will begin in January 2024. Coaching:

	Action Step 1	Action Step 2	Action Step 3
	<p>learning sessions and in-class modeling</p> <p>Structure: Revised literacy block to include daily Heggerty instruction for 15 minutes per day pk-2.</p> <p>Leadership structures: School leaders were part of the professional learning and are expected to monitor implementation of the literacy block.</p>	<p>learning sessions and in-class modeling</p> <p>Structure: Revised literacy block to include daily Foundations instruction for 30-40 minutes per day K-3.</p> <p>Leadership structures: School leaders were part of the professional learning and are expected to monitor implementation of the literacy block.</p>	<p>Ongoing coaching will be available to building trainers from the CASS team. Ongoing teacher coaching will be available from the building level trainers.</p> <p>Structure: All student K-5 will be benchmarked 3 times per year (beginning, middle and end of year). Student performance will determine the schedule of progress monitoring.</p> <p>Leadership Structures: School leaders were part of the professional learning and are expected to monitor implementation of the assessment administration and data use to inform instructional decision making.</p>
Measure of Success	<p>Increase the percent of students at Benchmark in phoneme segmentation fluency.</p> <p>Our initial baseline data will be collected January 2024.</p>	<p>Increase the percent of students at benchmark on all measures of DIBELS.</p> <p>Our initial baseline data will be collected January 2024.</p>	<p>Increase the percentage of students assessed at benchmark on all measures of DIBELS across benchmark administrations.</p>
Description of Funding	<p>Initial training: ESSER</p> <p>Ongoing support: Title 2A</p>	<p>Initial training: Title 1</p> <p>Ongoing support: Title 2A</p>	<p>Initial training: combination of ESSER, Title 1, and Title 2A</p> <p>Ongoing support: Title 2A</p>
Check-in/Review Date	<p>Beginning 2024-2025: Tri-annually after each DIBELS universal screening.</p>	<p>Beginning 2024-2025: Tri-annually after each DIBELS universal screening.</p>	<p>Beginning in April 2024 and then tri-annual after each DIBELS universal screening.</p>

Goal # 2 Action Map

Goal Statement: Increase performance index from 41.6 to 66 by 2025.

Adult Implementation Goal: By Spring 2026, K-12 teachers will implement use of UDL in lesson planning as evidenced through C3 team unit plans directly aligned to the UDL framework.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All staff PK-12 will participate in professional development focusing on universal design for learning.	High fidelity implementation of evidence-based phonemic awareness, phonics and language comprehension resources.	Implement science of reading practices learned through Keys to Beginning Reading and Keys to Comprehension in grades K-12, in alignment with Dyslexia Law requirements.
Timeline	Full implementation is 2023-2024	K-5 - Full implementation is 2023-2024 school year 6-12 - Initial implementation is May 2024	K-3 - Full implementation is 2024-2025 4-12 - Initial implementation is Spring 2024
Lead Person(s)	Carol Correthers Marc Evans Lynne Gasdick Jenny Malloy Bill Ohle Aretha Taylor-Paydock Marc Vrbancic Jackie Ziegler	Carol Correthers Marc Evans Lynne Gasdick Jenny Malloy Bill Ohle Brittany Remaklus Aretha Taylor-Paydock Marc Vrbancic Jackie Ziegler	Carol Correthers Marc Evans Lynne Gasdick Jenny Malloy Bill Ohle Brittany Remaklus Aretha Taylor-Paydock Marc Vrbancic Jackie Ziegler
Resources Needed	Dedicated training time. Universal Design for Learning training resources	Heggerty (K-2), Foundations (K-3) and SAVAAS MyView reading series materials for teachers and students in grades K -5 Ongoing professional development and coaching for teachers on the use of these resources. Time for the CASS team to provide targeting coaching sessions.	Keys manuals and online access Substitute teachers for 7-day series for cohorts Dedicated internal coaches
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Professional development: Ongoing training will occur on 2 dedicated dates during the Spring of 2024; in addition to ongoing support during weekly co-teach to co-learn to	Early literacy curriculum specialists will begin individualized coaching sessions Building instructional will continue to coach C3 teams	Train all intervention specialist across grade 4-12 in Keys to Beginning Reading beginning in January 2024

	Action Step 1	Action Step 2	Action Step 3
	co-serve meetings at the building level. On-going coaching/implementation support: Dedicated coaches provide small-group professional learning sessions in lesson planning	based on data collected through learning walks Ongoing coaching of the building instructional leaders in structured literacy	Train the Adolescent Literacy Team in Keys to Comprehension beginning in January 2024
Measure of Success	Increasing student engagement as evidenced by students being able to state the rationale for learning targets during administrator walk-through data.	Increase the percent of students at benchmark on all measures of DIBELS.	100% of teachers PreK-8 and all intervention specialist being trained in the science of reading, either through Keys to Beginning Reading or Keys to Comprehension.
Description of Funding	Initial training: ESSER Ongoing support: Title 2A	Initial training: Title 1 Ongoing support: Title 2A	Initial training: combination of ESSER, Title 1, and Title 2A Ongoing support: Title 2A
Check-in/Review Date	Spring 2024	Beginning 2024-2025: Tri-annually after each DIBELS universal screening.	Spring 2024

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

Our district leadership team monitors the implementation of our strategic plan action steps tri-annually in January, April, and September. This review includes monitoring the implementation of each action step, products or processes developed and/or implemented, and if data is part of the step, the corresponding data. For this plan, the district leadership team has monitored the professional development delivery to ensure the staff cohorts have been trained and now, that coaching is being implemented.

Beginning in Fall 2023, district and building administrators are engaging in weekly learning walks to learn about and better understand progress on building specific goals. The data from these learning walks is reflected upon to inform ongoing professional development and coaching supports for C3 teams.

Beginning in April 2024, and tri-annually thereafter, the district leadership team will begin monitoring DIBELS data to learn about student growth and make adjustments based on the data.

Beginning in Fall 2024, building leadership teams will begin to transition from leading learning in the ICS equity modules to leading learning with the implementation and effect of the implementation of our strategic plan. This will include the review of implementation data from our learning walks as well as student performance data through DIBELS.

Beginning in Fall 2024, our teachers as part of their C3 teams (Co-plan, Co-serve, Co-learn) will monitor student progress against goals.

We will review the DIBELS data specifically after the fall, winter, and spring administrations

Our action step implementation will be reviewed at the January, April, and September intervals and action step adjustments will occur at these intervals.

Barriers will be communicated and removed using our established communication structure following the Ohio Improvement Process from C3 teams to BLT to DLT and back.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs). **Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

In a collective effort to meet specific learner needs and improve literacy instruction, Lorain City Schools Reading Achievement Plan Team has adopted a daily structured literacy block for grades K-3 and 4-5. This structured literacy block was established to ensure that the district adopted core resources, in alignment with The Simple View of Reading, are used to embed the five components of reading in daily, high quality literacy instruction that emphasizes daily opportunities to speak, read, and write, for all. Additionally, Title I teachers were included in the process of revamping student RIMP plans. Our goal was to use current data, identify students' specific needs within the 5 components of reading, then align instruction and interventions to help our students meet grade level benchmarks.

As the adolescent literacy team is formed in the coming months, these practices will also be derived for grades 7-12. A similar process will also be followed to address early literacy for preschool students.

Alignment of K-5 District Resources to Simple View of Reading

Simple View	Word Recognition X	Language Comprehension
Aligned Resource	Heggerty (PreK-2)	Savvas MyView (K-5)
Aligned Resource	Fundations (K-3)	
Aligned Resource	Keys to Beginning Reading Strategies (K-3)	

Additional supports to meet specific learner needs includes:

- Co-plan to co-learn to co-serve (C3) teams working together to review student data, plan Tier 1 instruction and provide additional support and interventions to help all students meet grade level benchmarks.
- Principals completing weekly walkthroughs based on building level goals
- District curriculum coaches will support and monitor reading instruction and resource implementation
- Weekly/ biweekly progress monitoring will be used to monitor our students' RIMP plans

[Our revised literacy block and small group instruction framework](#)

[Revised RIMP](#)

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Lorain City Schools will measure adult implementation and progress through:

- Our learning walk process - this is our structured protocol for school leaders and central office staff to observe and collect data on classroom instruction
- Tri-annually through DIBELS benchmark data - if we instruct using the practices we have learned through the science of reading training, and our resources, then we will see an increase in the percent of students reading at grade level benchmarks
- Annually through 3rd grade reading OST results - if we instruct using the practices we have learned through the science of reading training, and our resources, then we will see an increase in the percent of students reaching proficient and beyond

We are confident the strategies we have selected through Keys to Beginning Reading and Keys to Comprehension are the correct strategies. Our improvement will be focused on the ongoing coaching of our school leaders and teaching staff to implement these strategies.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

****Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.**

****Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.**

What	Who	When	Why
Language Essentials for Teacher of Reading and Spelling (LETRS) for Early Childhood Educators	All PreK Teachers	Spring 2023	To build capacity/knowledge in the Science of Reading

Keys to Beginning Reading Training Modules	All K-3 teachers; 4-12 intervention specialists, principals, special education supervisors, school psychologists and speech-language pathologists, in cohorts of approximately 25 staff at a time.	Summer 2022, two cohorts of approximately 90 staff members Fall 2022, two cohorts of 25 staff Spring 2023, two cohorts of 25 staff Fall 2023, two cohorts of 25 staff Spring 2024, two cohorts of 25 staff. Fall 2024 and each fall thereafter, all new K-3 staff and intervention specialists	To build capacity/knowledge in the Science of Reading to ensure evidence based practices and strategies are used to teach direct explicit instruction in the 5 components of reading.
Keys to Comprehension Training Modules	All 4-12 teachers	Spring 2024 - initial learning with our secondary reading team Summer 2024 - initial learning sessions with 4-12 staff Fall 2024 - two cohorts of 25 staff Spring 2025 - two cohorts of 25 staff Fall 2025 - two cohorts of 25 staff Spring 2025 - two cohorts of 25 staff Fall 2026 and each fall thereafter, all new 4-12 staff	To develop the skills and capacity of all staff to teach reading at a high level to all students.
Literacy block professional learning	K-5 teachers, intervention specialists, school leaders, special education supervisors, school psychologists, and speech and language pathologists	Beginning fall 2023, and annually thereafter, all K-5 staff participate in a learning session facilitated by our instructional coaches on the components of the literacy block, including: <ul style="list-style-type: none"> - scope and sequence - time allocations for the 5 big ideas of reading - review of resources - instructional planning 	As we transition from a site-based approach to reading to a systems-wide approach to reading, we need to provide ongoing training and coaching on our systemic approach to teaching reading.
Foundations and Heggerty	pk-2 teachers intervention specialists title teachers ELL teachers	K-3 Foundations: Since our initial training is complete - in the fall each year, new staff receive one day of Foundations and scheduled coaching through on-site observations and feedback. Pk - 2 Heggerty: Since our initial training is complete - in the fall each year, new staff receive one day of Heggerty and scheduled coaching through on-site observations and feedback.	Our data review indicated we need a much stronger emphasis on phonological processing, phonemic awareness, and phonics.
SAVAAS MyView Training	All K-5 teachers- intervention specialist title teachers ELL teachers	Summer of 2023-small-group cohorts with the SAVAAS trainer Ongoing coaching provided by our instructional coaches through on-site observation and feedback.	Our new resource adoption will provide greater alignment to the science of reading, with an increased emphasis on comprehension, vocabulary, and

			building language comprehension.
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APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.